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ABSTRACT

This is the third module in a four-module training package for use in inservice seminars or workshops on performance appraisal and employee development. Module 3 focuses on the actual performance review process. The first part outlines requirements for constructing objective, workable employee development plans, in particular factors resulting in high quality performance objectives. The second part addresses rater errors (predispositions and tendencies in raters leading to biased/inaccurate performance ratings), such as halo, horns, central tendency, positive leniency, negative leniency, contrast, similar to me. Causes and methods for reducing their impact are investigated. The module includes both instructor and student manuals. The instructor's manual consists of two major parts. Details of Workshop contains the following information: objectives, time needed, agenda and time allocation, resources and materials needed, and bibliography. The second part is the Module Outline for Instructor with copies of transparencies needed. The participant's manual contains copies of all materials the student will use, including the pre/post-test and copies of all transparencies. An answer key for the test is provided. (YLB)

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PERFORMANCE EVALUATION WORKSHOP

FOR IN-SERVICE MANAGERS

MODULE 3

Developed by

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COMPONENT OF MODULE:	INSTRUCTOR MANUAL
MODULE NO.:	THREE
MODULE TITLE:	FORMULATING OBJECTIVES AND AVOIDING ERRORS
THIS MODULE DEVELOPED BY:	M. PETER SCONTRINO, PH.D. & HARRY C. SPRINGER, PH.D.
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Throughout this training program we stress that performance evaluation begins and ends with behavior -- what the person has done or is actually doing. Without behavior there can be no performance. In another context we might have stressed that actions speak much more loudly than words.

Now we wish to acknowledge the words, actions, and behavior of the many practitioners and/or scholars who assisted us in the development of this performance evaluation training program.

Professors Fred Fiedler, Patrick Fleenor, and Gary Latham provided the curricular expertise for the project. Jack Cartwright and Robert Morton analyzed the material from a practitioner's point of view. The managers who participated in the tests of the training package provided both comments and data used in revising the material. The Washington Criminal Justice Training Commission, King County, and City of Palo Alto coordinated the testing of the package. And the National Training and Development Service staff fulfilled their staff function well.

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I. INTRODUCTION

IN THIS MODULE WE FOCUS ON THE ACTUAL PERFORMANCE REVIEW PROCESS. IN THE FIRST PART OF THE MODULE WE OUTLINE THE REQUIREMENTS FOR CONSTRUCTING EMPLOYEE DEVELOPMENT PLANS THAT ARE BOTH OBJECTIVE AND WORKABLE. IN PARTICULAR WE PRESENT THOSE FACTORS WHICH RESULT IN HIGH QUALITY PERFORMANCE OBJECTIVES. IN THE SECOND PART OF THE MODULE WE ADDRESS THE NOTION OF RATER ERRORS -- THOSE PREDISPOSITIONS AND TENDENCIES IN THE RATER WHICH LEAD TO BIASED/INACCURATE PERFORMANCE RATINGS. AFTER PRESENTING THE MORE COMMON RATER ERRORS (HALO, HORNS, CENTRAL TENDENCY, POSITIVE LENIENCY, NEGATIVE LENIENCY, CONTRAST, SIMILAR TO ME) WE INVESTIGATE BOTH THE CAUSES OF THESE ERRORS AND METHODS OF REDUCING THE IMPACT OF THESE ERRORS.

THROUGHOUT THIS MODULE THE PARTICIPANTS ARE ACTIVELY ENGAGED IN THE PROCESS OF WRITING PERFORMANCE OBJECTIVES AND IDENTIFYING THE CAUSES AND EFFECTS OF RATER ERRORS.

II. DETAILS OF WORKSHOP

A. COURSE TITLE: PERFORMANCE EVALUATION WORKSHOP FOR IN-SERVICE MANAGERS

B. MODULE: MODULE THREE -- FORMULATING OBJECTIVES AND AVOIDING ERRORS

C. OBJECTIVES: BY THE CONCLUSION OF MODULE THREE PARTICIPANTS WILL BE ABLE TO:

- IDENTIFY THE MOST COMMON RATER ERRORS
- IDENTIFY METHODS OF REDUCING EACH TYPE OF ERROR
- IDENTIFY THE COMPONENTS OF "GOOD" OBJECTIVES
- WRITE S P A M O OBJECTIVES:
    1. SPECIFIC
    2. PERTINENT
    3. ATTAINABLE
    4. MEASURABLE
    5. OBSERVABLE

D. TIME NEEDED: FIVE HOURS

E. AGENDA AND TIME ALLOCATION

00:00 - 00:15 MODULE OVERVIEW/OBJECTIVES/INTRODUCTIONS
00:15 - 00:25 PRE-TEST
00:25 - 00:30 FORMULATING OBJECTIVES
00:30 - 00:45 EXERCISE -- WRITING OBJECTIVES
00:45 - 01:35 ELABORATION ON FORMULATING OBJECTIVES
01:35 - 01:50 EXERCISE -- WRITING OBJECTIVES

E. AGENDA AND TIME ALLOCATION -- CONTINUED

01:50 - 02:00 BREAK

02:00 - 02:05 COMMON RATER ERRORS

02:05 - 02:10 LECTURETTE ON HALO ERROR

02:10 - 02:40 EXERCISE ON HALO ERROR

02:40 - 02:45 LECTURETTE ON CENTRAL TENDENCY AND LENIENCY

02:45 - 03:15 EXERCISE ON CENTRAL TENDENCY AND LENIENCY

03:15 - 03:25 BREAK

03:25 - 03:30 LECTURETTE ON CONTRAST AND SIMILAR-TO-ME

03:30 - 04:00 EXERCISE ON CONTRAST AND SIMILAR-TO-ME

04:00 - 04:30 QUESTIONS AND DISCUSSION

04:30 - 04:45 POST-TEST

04:45 - 05:00 SCORE PRE-TEST AND POST-TEST

F. RESOURCES AND MATERIALS NEEDED

IF THE INSTRUCTOR HAS NOT PURCHASED THE OVERHEAD TRANSPARENCIES, THE INSTRUCTOR WILL NEED ACCESS TO AN I.B.M., XEROX, THERMOFAX, OR OTHER COPYING MACHINE THAT CAN PRODUCE TRANSPARENCIES. IN ADDITION THE INSTRUCTOR WILL NEED:

- OVERHEAD PROJECTOR & SCREEN
- PEN/PENCIL FOR OVERHEAD PROJECTOR
- BLANK TRANSPARENCIES OR ACETATE ROLL
- EASEL, PAPER, MARKING PENS FOR EACH SMALL GROUP -- TO DETERMINE NUMBER OF SMALL GROUPS DIVIDE NUMBER OF PARTICIPANTS BY SIX
- ONE STUDENT MANUAL FOR EACH PARTICIPANT

G. BIBLIOGRAPHY

Blum, M. L. & J. C. Naylor Industrial Psychology: Its Theoretical and Social Foundations. New York: Harper & Row, 1968. Chapter 7.

Morrisey, G. L. Appraisal and Development Through Objectives and Results. Reading, Mass.: Addison-Wesley, 1970.

Latham, G. P., Wexley, K. N., & E. D. Pursell. Training managers to minimize rating errors in the observation of behavior. Journal of Applied Psychology, 1975, 60, 550 - 555.

Mager, R. F. You Really Oughta Wanna. Palo Alto, CA: Fearon Publishers, 1973.

III. MODULE OUTLINE FOR INSTRUCTOR

I. PARTICIPANT INTRODUCTION AND EXPECTATIONS

* INSTRUCTOR INTRODUCES HIMSELF/HERSELF
* ASK PARTICIPANTS TO:
  (1) INTRODUCE THEMSELVES
  (2) SHARE THEIR EXPECTATIONS FOR THE WORKSHOP

PLACE OVERHEAD SLIDE 3.6 ON THE PROJECTOR.

* INSTRUCTOR SUMMARIZES EXPECTATIONS MENTIONED BY THE PARTICIPANTS

NOTE -- IF MODULE THREE IS IMMEDIATELY PRECEDED BY MODULE TWO OMIT THE PATRICIPANT INTRODUCTIONS AND EXPECTATIONS.

WORKSHOP EXPECTATIONS

"WHAT WOULD YOU LIKE TO GET OUT OF THIS WORKSHOP?"

2. PURPOSE OF MODULE THREE

PLACE OVERHEAD SLIDE 3.8 ON THE PROJECTOR.

- READ PURPOSE STATED ON SLIDE

PURPOSE

I. TO PRESENT METHODS OF FORMULATING PERFORMANCE OBJECTIVES

II. TO PRESENT RATER ERRORS AND METHODS OF REDUCING THEM

3. OBJECTIVES FOR MODULE THREE

PLACE OVERHEAD SLIDE 3.10 ON THE PROJECTOR.

* READ OBJECTIVES LISTED ON SLIDE

* MENTION THAT THIS MODULE IS THE THIRD OF FOUR MODULES ON PERFORMANCE EVALUATION

MODULE THREE OBJECTIVES

BY THE CONCLUSION OF MODULE THREE PARTICIPANTS WILL BE ABLE TO:

- IDENTIFY THE MOST COMMON RATER ERRORS
- IDENTIFY METHODS OF REDUCING EACH TYPE OF ERROR
- IDENTIFY THE COMPONENTS OF "GOOD" OBJECTIVES
- WRITE S P A M O OBJECTIVES:
    1. SPECIFIC
    2. PERTINENT
    3. ATTAINABLE
    4. MEASURABLE
    5. OBSERVABLE

4. OTHER MODULES IN THE PERFORMANCE EVALUATION WORKSHOP

PLACE OVERHEAD SLIDE 3.12 ON THE PROJECTOR.

* READ TITLES OF OTHER MODULES
* MENTION THOSE MODULES WHICH THE PARTICIPANTS WILL BE COMPLETING OR ALREADY HAVE COMPLETED
* MENTION DATES AND TIMES FOR REMAINING MODULES

PERFORMANCE EVALUATION WORKSHOP

FOR IN-SERVICE MANAGERS

WORKSHOP SEQUENCE

MODULE ONE	PERFORMANCE EVALUATION SYSTEMS
MODULE TWO	METHODS OF PERFORMANCE EVALUATION
MODULE THREE	FORMULATING OBJECTIVES AND AVOIDING ERRORS
MODULE FOUR	EMPLOYEE FEEDBACK AND DEVELOPMENT

5. AGENDA FOR MODULE THREE

PLACE OVERHEAD SLIDE 3.14 ON THE PROJECTOR.

* READ AGENDA STATED ON SLIDE

AGENDA FOR MODULE THREE

- MODULE THREE OVERVIEW AND OBJECTIVES
- FORMULATING OBJECTIVES AND EXERCISE
- COMMON RATER ERRORS
- HALO ERROR & EXERCISE
- CENTRAL TENDENCY ERROR & EXERCISE
- LENIENCY ERROR & EXERCISE
- SIMILAR-TO-ME ERROR & EXERCISE
- CONTRAST ERROR & EXERCISE
- QUESTIONS AND DISCUSSION

6. PRE-TEST

- REFER PARTICIPANTS TO THE PRE-TEST IN THEIR MANUALS. STRESS THAT THE PURPOSE OF THIS PRE-TEST IS NOT TO EVALUATE THEM BUT RATHER TO MAKE EACH PARTICIPANT AWARE OF HIS OR HER OWN LEVEL OF EXPERTISE IN THE MATERIAL TO BE COVERED IN THIS MODULE.

IF THE INSTRUCTOR WISHES TO USE THE PRE-TEST AND THE POST-TEST AS MEASURES OF PARTICIPANT LEARNING AND IF THERE IS NO REASON TO IDENTIFY INDIVIDUAL PARTICIPANTS BY NAME, ASK THE PARTICIPANTS TO MAKE UP A FOUR-DIGIT NUMBER AND TO PLACE THIS NUMBER ON THE UPPER RIGHT CORNER OF THE PRE-TEST. IF YOU ARE USING THE PRE-TESTS AND POST-TESTS TO EVALUATE LEARNING, IT IS BEST TO COLLECT THE PRE-TESTS AT THIS POINT. IF YOU ARE USING THE PRE-TESTS AS A MEANS OF SENSITIZING THE PARTICIPANTS TO THEIR OWN LEVEL OF EXPERTISE AND TO THE FORTHCOMING MATERIAL, THERE IS NO NEED TO COLLECT THE PRE-TESTS.

IF THE INSTRUCTOR CHOOSES NOT TO USE THE PRE-TEST, TELL THE PARTICIPANTS THAT THEY WILL NOT BE COMPLETING THE PRE-TEST.

LIMIT THE PRE-TEST TIME TO 15 MINUTES.

7. DEVELOPING PERFORMANCE OBJECTIVES

* AS YOU INTRODUCE THIS SECTION, BE SURE TO COVER THE FOLLOWING POINTS:

  - BY VIRTUE OF THEIR POSITION IN THE ORGANIZATION MANAGERS ARE CONCERNED WITH PERFORMANCE
  - BY PERFORMANCE IS MEANT: A THING DONE, AN ACTION OF PUBLIC CHARACTER, AN ACCOMPLISHMENT, SOME DEED, OR WORK.
  - MANAGERS ARE ALSO CONCERNED WITH SETTING OBJECTIVES BY WHICH TO ASSESS PERFORMANCE
  - BY OBJECTIVE IS MEANT: SOME GOAL, AN END RESULT OR PRODUCT, OR CONSEQUENCE
  - INHERENT IN THE NOTION OF A PERFORMANCE OBJECTIVE IS SOME STATEMENT OF A STANDARD -- HOW MANY, HOW OFTEN, IN WHAT MANNER?
  - THE EMPLOYEE FEEDBACK AND DEVELOPMENT INTERVIEW IS AN ESPECIALLY IMPORTANT TIME TO IDENTIFY PAST PERFORMANCES WHICH WERE EXCEPTIONALLY GOOD OR EXCEPTIONALLY POOR
  - THE PRELIMINARY DEVELOPMENT OF PERFORMANCE OBJECTIVES SHOULD TAKE PLACE PRIOR TO THE INTERVIEW ITSELF
  - THE MUTUAL DEVELOPMENT OF PERFORMANCE OBJECTIVES PROVIDES A CLEAR BASIS FOR THE EVALUATION OF SUBSEQUENT PERFORMANCE DURING THE NEXT REVIEW PERIOD

7. DEVELOPING PERFORMANCE OBJECTIVES -- CONTINUED

- PERFORMANCE OBJECTIVES CAN BE ORIENTED TOWARD THE ELIMINATION OF PERFORMANCE DISCREPANCIES (WHERE PERFORMANCE IS NOT UP TO STANDARD) OR TOWARD THE ACQUISITION OF ADDITIONAL SKILLS OR RESPONSIBILITIES IN AN EMPLOYEE DEVELOPMENT PROGRAM.

REFER PARTICIPANTS TO THE PERFORMANCE OBJECTIVE EXERCISE IN THE PARTICIPANT'S MANUAL. ASK THE PARTICIPANTS TO COMPLETE THE EXERCISE ACCORDING TO THE INSTRUCTIONS ON THE FIRST PAGE OF THE EXERCISE. READ THE INSTRUCTIONS ALOUD. ASK FOR QUESTIONS AND, WHERE NECESSARY, PROVIDE CLARIFICATION. WHEN ALL QUESTIONS HAVE BEEN ANSWERED, ASK THE PARTICIPANTS TO BEGIN THE EXERCISE. DISCONTINUE THE EXERCISE AFTER 10 MINUTES.

8. SPECIFICITY OF OBJECTIVES

* WHILE THERE ARE A VARIETY OF WAYS IN WHICH AN ACCEPTABLE PERFORMANCE OBJECTIVE CAN BE WRITTEN, THERE ARE DEFINITE STANDARDS WHICH CAN BE USED TO EVALUATE THE OBJECTIVES YOU HAVE JUST WRITTEN. THE FIRST STANDARD IS THAT OF SPECIFICITY.

PLACE OVERHEAD SLIDE 3.20 ON THE PROJECTOR.

EXPLANATION OF SLIDE 3.20

- WHO -- The "WHO" is, of course, the employee. It is never the customer, the supervisor, or someone else. It is Mary Jones (the employee) or Tom Smith (the employee).
- WHAT -- The "WHAT" is the performance under consideration, whether it be tardiness, consumer complaints, or, on the positive side, school attendance.
- WHEN -- The "WHEN" can and does refer to two different things. The "WHEN" may refer to the next review period, as in the statement, "In the period from January 1, 1977 through March 31, 1977, Mary Smith will . . ." In addition, the "WHEN" can and does refer to the occasions when the performance under consideration is taking place. For example, "While making customer service calls" or "While responding to the public over the telephone".
- WHERE -- The "WHERE" of a specific performance objective would be used in those instances where an employee performs in a variety of settings. For example, "While inspecting the scene of an accident, Officer Jones will . . ." or While in a welfare recipient's residence Smith will . . ."

EXPLANATION OF SLIDE 3.20 (Continued)

- THE STANDARD OF PERFORMANCE -- The "STANDARD OF PERFORMANCE" issue concerns the level of expectation for performance as well as the basis for establishing that level. There are at least four common methods for establishing a performance standard:

  (1) The Absolute Standard -- "There will be no instances of ..." or "In every case you will . . ." or "Without exception . . ."

  (2) The Preestablished Standard -- These standards are usually expressed in terms of percentages. "In no more than 10% of the instances . . ." or "With a typing accuracy of not more than one error per page . . ."

  (3) The Relative Standard -- Here the employee is most apt to be compared with the performance of other workers and/or other departments performing comparable tasks. These standards are most frequently used when the work being performed or the objectives being stated admit to valid, reliable measurement as in tardiness and absentee records, production rates, etc.

  (4) The Own Control Standard -- Here the employee functions as his/her own control and performance in the next review session is evaluated by comparing it with performance in the prior review session.

  Regardless of what standard is employed, it is imperative that the employee know what the standard is and the basis for determining that standard.

- METHOD OF EVALUATING PERFORMANCE -- Here the questions are "What is being evaluated?" "What information or data will be used to make determinations?" In addition, the standards of performance already identified are a part of the method issue.

ENCOURAGE PARTICIPANTS TO ASK QUESTIONS REGARDING THE CONTENT OF SLIDE 3.20.

A PROPERLY WRITTEN PERFORMANCE OBJECTIVE

IS

S P E C I F I C

THE OBJECTIVE INDICATES:

- WHO
- WHAT
- WHEN
- WHERE (IF APPLICABLE)
- THE STANDARD OF PERFORMANCE
  - ABLOLUTE STANDARDS
  - PRE-ESTABLISHED STANDARDS
  - RELATIVE STANDARDS
  - OWN CONTROL STANDARDS
- THE METHOD OF EVALUATING PERFORMANCE
- CONSEQUENCES

9. PERTINENCE OF OBJECTIVES

- A SECOND STANDARD FOR A PROPERLY WRITTEN PERFORMANCE OBJECTIVES IS THAT IT IS PERTINENT.

PLACE OVERHEAD SLIDE 3.23 ON THE PROJECTOR.

EXPLANATION OF SLIDE 3.23

- PERTINENT -- A pertinent performance objective is one which is truly relevant to the job being performed. It is relevant rather than trivial. There are a variety of reasons for suggesting that a performance objective be pertinent:

  (1) Busy managers do not have sufficient time to write performance objectives for every possible situation. This is, perhaps, the best incentive to ask whether the objective is really central to the performance of the job. For example, a computer programmer who is occasionally late for work but who reliably finishes his assigned programming tasks ahead of time and who is doing as much or more work as fellow employees may be much less of a problem than a switchboard operator who has responsibility for "opening" the organization switchboard in the morning. Timely arrival is simply less important for some jobs.

  (2) Employees are quick to recognize performance objectives which are irrelevant to the job. The wearing of a skirt of proper length, (whatever that means), length of hair, presence of facial hair, etc. may be perceived as irrelevant to the performance of some (but not all) jobs.

  (3) The ideal use of performance objectives is to encourage both the supervisor and the employee to focus on issues of importance to

EXPLANATION OF SLIDE 3.23 (Continued)

both themselves and to the organization. Too many objectives or objectives which are not pertinent to the job cause the entire concept to lose credibility.

A PROPERLY WRITTEN PERFORMANCE OBJECTIVE

IS

PERTINENT

- THE OBJECTIVE IS CLEARLY RELATED TO PERFORMANCE OF THE JOB
- THE OBJECTIVE IS RELEVANT IN THE EYES OF BOTH EMPLOYEE AND SUPERVISOR
- THE OBJECTIVE PERMITS BOTH TO FOCUS ON ISSUES OF GREATEST IMPORTANCE

10. ATTAINABILITY OF OBJECTIVES

* A THIRD STANDARD FOR A PROPERLY WRITTEN PERFORMANCE OBJECTIVE IS THAT IT BE ATTAINABLE.

PLACE OVERHEAD SLIDE 3.25 ON THE PROJECTOR.

EXPLANATION OF SLIDE 3.25

ATTAINABLE -- Employees must perceive the possibility of achieving a performance objective. The employer who establishes a "no-sickness" objective is being, at the least, somewhat unrealistic. The manufacturer who establishes a production rate for an individual which has never been achieved is not apt to motivate that employee. The supervisor who expects flawless performance in all aspects of a job during a six-month period is apt to have either a high degree of turnover, low morale, or both. In short, while a performance objective may be set to a higher level of employee performance than has been true in the past, a standard set too high is apt to have only unpleasant consequences.

BE SURE TO NOTE THE RELATIONSHIP BETWEEN ATTAINABLE OBJECTIVES AND THE BASIS FOR SETTING STANDARDS PREVIOUSLY DISCUSSED.

A PROPERLY WRITTEN PERFORMANCE OBJECTIVE

IS

ATTAINABLE

- IT IS POSSIBLE TO PERFORM AT THIS LEVEL

11. MEASURABILITY OF OBJECTIVES

* A FOURTH STANDARD FOR A PROPERLY WRITTEN PERFORMANCE OBJECTIVE IS THAT IT BE MEASURABLE.

PLACE OVERHEAD SLIDE 3.27 ON THE PROJECTOR. ENCOURAGE PARTICIPANTS TO ASK QUESTIONS REGARDING THE CONTENT AND DISCUSSION RELATED TO SLIDE 3.27. PROVIDE EXAMPLES AND ILLUSTRATIONS AS REQUIRED. NOTE THE RELATIONSHIP BETWEEN "YES-NO" STANDARDS AND THE USE OF ABSOLUTE STANDARDS AS A STANDARD OF PERFORMANCE. NOTE THE RELATIONSHIP BETWEEN QUALITY, QUANTITY, EFFICIENCY, AND FREQUENCY STANDARDS AND THE USE OF EITHER PRE-ESTABLISHED, RELATIVE, OR OWN CONTROL METHODS FOR STATING EXPECTATIONS.

EXPLANATION OF SLIDE 3.27

MEASURABLE -- A measurable performance objective is one which can be translated into numbers. In some instances the number may be one or zero. That is, the event occurs or it does not occur. The employee secures the additional training or does not. The manager conducts the required training program or does not. These events are called "Yes-No" events. Other measurable performance objectives can be categorized under four headings which address the following performance questions:

QUALITY -- What rate of error?

QUANTITY -- How many?

EFFICIENCY -- How quickly? How costly?

FREQUENCY -- How often?

A PROPERLY WRITTEN PERFORMANCE OBJECTIVE

IS

M E A S U R A B L E

TYPES OF MEASURES

- YES-NO EVENTS
- QUALITY OF PERFORMANCE
- QUANTITY OF PERFORMANCE
- EFFICIENCY OF PERFORMANCE
- FREQUENCY OF PERFORMANCE

12. OBSERVABILITY OF OBJECTIVES

* THE FIFTH (AND FINAL) STANDARD FOR A PROPERLY WRITTEN PERFORMANCE OBJECTIVE IS THAT IT BE OBSERVABLE.

PLACE OVERHEAD SLIDE 3.29 ON THE PROJECTOR. ASK PARTICIPANTS IF THEY BELIEVE THAT ATTITUDES CAN BE SEEN? ENCOURAGE DISCUSSION OF WHETHER ONE SEES ATTITUDES OR SEES BEHAVIORS AND INFERS ATTITUDES FROM THESE BEHAVIORS. ENCOURAGE DISCUSSION ABOUT THE WAY TO WRITE A PROPER PERFORMANCE OBJECTIVE WHEN AN ATTITUDE IS CONCERNED. ASK FOR EXAMPLES OF THE BEHAVIORS WHICH GIVE EVIDENCE OF THE ATTITUDE AND THEN TRANSLATE THE BEHAVIORS INTO STATEMENTS REGARDING OBJECTIVES.

EXPLANATION OF SLIDE 3.29

OBSERVABLE -- An observable performance objective, literally, is one which anyone could "see". It is an event which occurs and which would be seen the same way by any number of people who saw it. For example, the number of parts found to be defective can be "seen" and therefore can be counted. The time at which an employee arrives for work can be seen. The number of sales made by a salesperson can be seen.

A PROPERLY WRITTEN PERFORMANCE OBJECTIVE

IS

OBSERVABLE

- YOU CAN SEE THE PERFORMANCE
- OTHERS CAN SEE THE PERFORMANCE

13. S P A M O

* THERE IS AN EASY WAY TO REMEMBER THE FIVE STANDARDS FOR A PROPERLY WRITTEN PERFORMANCE OBJECTIVE. MOST OF YOU ARE FAMILIAR WITH THE LUNCH MEAT CALLED "SPAM". HERE IS A NEW PRODUCT -- "SPAMO".

PLACE OVERHEAD SLIDE 3.32 ON THE PROJECTOR. ASK PARTICIPANTS WHETHER THERE ARE ANY QUESTIONS REGARDING THE STANDARDS FOR A PROPERLY WRITTEN PERFORMANCE OBJECTIVE. GIVE ADDITIONAL EXAMPLES OR ILLUSTRATIONS IF NECESSARY.

* NOW LET'S APPLY THE SPAMO APPROACH. THE INTENT OF THIS EXERCISE IS TO DETERMINE WHETHER YOU CAN APPLY THE CONCEPTS JUST DISCUSSED TO THE PREPARATION OF PERFORMANCE OBJECTIVES.

ASK PARTICIPANTS TO CRITIQUE THE OBJECTIVES THEY ORIGINALLY COMPLETED TO DETERMINE HOW WELL THEY MEET THE SPAMO TEST. ARE THE OBJECTIVES SPECIFIC, PERTINENT, ATTAINABLE, MEASURABLE, AND OBSERVABLE? (AN OPTIONAL METHOD IS TO ASK PARTICIPANTS TO EXCHANGE PAPERS, APPLY THE SPAMO TEST, AND THEN RETURN THE PAPERS WITH PROPER FEEDBACK.) PARTICIPANTS SHOULD THEN BE REFERRED TO THE POST-TEST PORTION OF THE EXERCISE AND ASKED TO FOLLOW THE DIRECTIONS ON THE "POST" PAGE. READ THE DIRECTIONS ALOUD AND ANSWER ANY QUESTIONS. WHEN ALL QUESTIONS HAVE BEEN ANSWERED, ASK THE PARTICIPANTS TO BEGIN THE EXERCISE.

13. SPAMO -- CONTINUED

AFTER THE EXERCISE HAS BEEN COMPLETED, ASK PARTICIPANTS TO FORWARD BOTH THEIR PRE AND POST TEST EXERCISE RESPONSES TO THE FRONT OF THE ROOM. INDICATE THAT YOU WILL BE AVAILABLE AFTER THE MODULE HAS BEEN COMPLETED TO ASSIST THOSE WHO HAVE FURTHER QUESTIONS ABOUT SPAMO OBJECTIVES.

IF SUFFICIENT TIME IS AVAILABLE, SELECT SOME POST-TEST RESPONSES AND ASK THE GROUP AS A WHOLE TO CRITIQUE THE OBJECTIVES USING THE SPAMO TEST.

THE FIVE STANDARDS FOR

A PROPERLY WRITTEN PERFORMANCE OBJECTIVE

S PECIFIC

P ERTINENT

A TTAINABLE

M EASURABLE

O BSERVABLE

14. RECORDING OBJECTIVES AND PREPARING THE EMPLOYEE DEVELOPMENT PLAN

* ONCE YOU HAVE FORMULATED OBJECTIVES THAT MEET ALL OF THE "S P A M O" CRITERIA, YOU SHOULD RECORD THESE OBJECTIVES AND MAKE AT LEAST TWO COPIES: ONE FOR YOURSELF AND ONE FOR THE EMPLOYEE. OFTENTIMES IT IS HELPFUL TO USE A RECORDING SHEET SIMILAR TO THAT INCLUDED IN YOUR PARTICIPANT'S MANUAL.

PLACE OVERHEAD SLIDE 3.34 ON THE PROJECTOR AND REVIEW ITS CONTENTS.

* THIS PARTICULAR RECORDING FORM IS PRESENTED ONLY AS AN EXAMPLE. THE ACTUAL FORMAT SHOULD BE BASED ON THE GOALS AND OBJECTIVES OF YOUR PARTICULAR PERFORMANCE EVALUATION SYSTEM.

EMPLOYEE DEVELOPMENT PLAN

EMPLOYEE'S NAME	DATE
SUPERVISOR'S NAME	

KEY RESPONSIBILITIES	EXPECTED RESULTS

DEVELOPMENT PLAN FOR NEXT 6 MONTHS (OR NEXT 3 MONTHS OR 12 MONTHS)

(BE SURE TO FOLLOW THE S P A M O *GUIDELINES)*

15. COMMON RATER ERRORS

* ONCE WE HAVE DEVELOPED A GOOD (I.E., RELIABLE & VALID) PERFORMANCE EVALUATION SYSTEM OUR JOB IS ONLY PARTIALLY COMPLETE. WE MUST NEXT TURN OUR ATTENTION TO THE USERS OF THE SYSTEM AND TRAIN THEM IN BOTH THE MECHANICS OF THE SYSTEM AND IN RATER ERRORS. WE WILL ADDRESS RATER ERRORS IN THIS MODULE.

* BY RATER ERROR WE MEAN ANY ATTITUDE, RESPONSE TENDENCY, OR INCONSISTENCY WITHIN THE RATER THAT DETRACTS FROM ACCURATE PERFORMANCE EVALUATION RATINGS. THE RATER MAY OR MAY NOT BE AWARE THAT HE/SHE IS MAKING ONE OR MORE OF THESE ERRORS. OFTEN SIMPLY ALERTING RATERS TO THE FACT THAT THESE ERRORS EXIST AND POINTING OUT SOME FAIRLY SIMPLE TECHNIQUES WILL MARKEDLY REDUCE THEIR OCCURRENCE.

PLACE OVERHEAD SLIDE 3.37 ON THE PROJECTOR AND BRIEFLY REVIEW THE COMMON RATER ERRORS. MENTION THAT WE WILL BE STUDYING EACH OF THESE ERRORS LATER IN THIS MODULE.

EXPLANATION OF SLIDE 3.37

- HALO EFFECT -- This is the tendency to rate a person who is outstandingly good on one factor high on all the other factors. One factor unduly influences all of our ratings.

- HORNS EFFECT -- This is the opposite side of the HALO EFFECT. This is a tendency to rate a person who is very poor on one factor low on all other factors.

EXPLANATION OF SLIDE 3.37 (Continued)

- CENTRAL TENDENCY -- As its name suggests, the central tendency error occurs when the rater does not use either the high or low ratings and lumps all his/her ratings in the middle category.
- POSITIVE LENIENCY -- This occurs when the rater gives all high ratings or when the rater gives a disproportianate number of high ratings.
- NEGATIVE LENIENCY -- When the rater gives all low ratings or a disproportionate number of low ratings, the rater is making a NEGATIVE LENIENCY error.
- SIMILAR-TO-ME -- Many raters have a tendency to give higher ratings to persons who are similar to them on the basis of biographical background, attitudes, etc.
- CONTRAST EFFECT -- This is the tendency for raters to evaluate persons relative to each other rather than on the basis of the performance evaluation criteria.

COMMON RATER ERRORS

* HALO EFFECT
* HORNS EFFECT
* CENTRAL TENDENCY
* POSITIVE LENIENCY
* NEGATIVE LENIENCY
* SIMILAR-TO-ME
* CONTRAST EFFECT

16. HALO & HORNS EFFECT

* WE HAVE SEEN THAT THE HALO (HORNS) EFFECT IS THE TENDENCY TO GENERALIZE FROM ONE SPECIFIC EMPLOYEE TRAIT OR BEHAVIOR TO OTHER EMPLOYEE CHARACTERISTICS. THE HALO EFFECT TENDS TO BLIND THE RATER TO SHORTCOMINGS IN THE PERSON BEING RATED. THE HORNS EFFECT BLINDS THE RATER TO STRENGTHS IN THE PERSON BEING RATED. IN EFFECT THE HALO (HORNS) EFFECT RESULTS IN THE RATER RATING ONE FACTOR TWENTY TIMES RATHER THAN RATING ON TWENTY DIFFERENT FACTORS.

  AN EXAMPLE OF THE HALO EFFECT WOULD BE WHEN THE PERSON WHO HAS RECENTLY SOLVED AN IMPORTANT DEPARTMENTAL PROBLEM RECEIVES VERY HIGH RATINGS ON EVERY FACTOR BEING RATED BECAUSE OF THE RECENT SUCCESS IN PROBLEM SOLVING.

  HALO ERRORS OFTEN OCCUR WHEN THE RATER IS RATING EMPLOYEES WHO HAVE PLEASANT PERSONALITY CHARACTERISTICS (IF A PERSON IS CONSIDERATE, THAN HE/SHE MUST BE A GOOD EMPLOYEE).

* NOW WE WILL APPLY THE HALO (HORNS) EFFECT TO OUR OWN DEPARTMENTS AND TO OUR PERSONAL RATINGS.

DIVIDE THE PARTICIPANTS INTO GROUPS OF THREE TO FIVE. GIVE EACH GROUP SOME EASEL PAPER (BUTCHER PAPER) AND ONE MARKING PEN. ALLOW TEN MINUTES FOR THE GROUPS TO GENERATE EXAMPLES OF THE HALO AND HORNS EFFECTS THAT THEY HAVE SEEN IN THEIR ORGANIZATIONS AND IN THEMSELVES.

16. HALO & HORNS EFFECT -- CONTINUED

AFTER TEN MINUTES, BRING THE GROUPS TOGETHER AND HAVE EACH GROUP PRESENT THEIR EXAMPLES.

AFTER SHARING THE EXAMPLES, HAVE THE PARTICIPANTS RETURN TO THEIR GROUPS AND GENERATE SOLUTIONS TO THE PROBLEMS OF HALO AND HORNS EFFECT MENTIONED BY THE GROUP. ALLOW TEN MINUTES FOR PROBLEM-SOLVING.

AFTER TEN MINUTES BRING THE GROUPS TOGETHER AND HAVE EACH GROUP PRESENT THEIR SOLUTIONS.

AFTER GROUP MEMBERS HAVE PRESENTED THEIR SOLUTIONS, PLACE OVERHEAD SLIDE 3.40 ON THE PROJECTOR AND REVIEW THE SOLUTIONS PRESENTED.

REDUCING THE HALO & HORNS EFFECT

* ASK YOURSELF IF THE PERSON BEING RATED HAS DONE ANYTHING OUTSTANDINGLY GOOD OR BAD IN THE PAST FEW MONTHS.

* ASK YOURSELF IF THE PERSON BEING RATED HAS A VERY PLEASANT PERSONALITY.

* BE THOROUGHLY FAMILIAR WITH ALL THE RATING CRITERIA. KNOW HOW THE CRITERIA DIFFER FROM EACH OTHER AND WHY THEY ARE IMPORTANT FOR THE JOB.

* RATE ONE CRITERION AT A TIME. FOR EXAMPLE, RATE ALL PERSONS BEING RATED, ONE BY ONE, ON THE FIRST CRITERION. THEN RATE ON THE SECOND CRITERION. IF POSSIBLE, COVER YOUR RATINGS FOR THE PRECEDING CRITERIA TO REDUCE THEIR INFLUENCE ON YOU.

* USE BEHAVIORALLY BASED PERFORMANCE EVALUATION CRITERIA (WEIGHTED CHECKLIST, CRITICAL INCIDENT, BEHAVIORAL ANCHOR)

17. CENTRAL TENDENCY AND LENIENCY

* THE CENTRAL TENDENCY ERROR OCCURS WHEN THE RATER HESITATES TO USE THE ENDS OF THE PERFORMANCE EVALUATION SCALE. THIS RESULTS IN MOST OF THE RATINGS FALLING INTO THE MIDDLE OF THE SCALE, OFTEN WITH 90% OR EVEN 100% OF THE RATINGS IN THE MIDDLE WITH NO RATINGS IN EITHER END OF THE SCALE.

  POSITIVE AND NEGATIVE LENIENCY REFER TO THE RATER'S FRAME OF REFERENCE USED IN RATING. POSITIVE LENIENCY IS THE TENDENCY TO BE OVERLY EASY IN RATING, THEREBY GIVING TOO MANY HIGH RATINGS. NEGATIVE LENIENCY REFERS TO THE TENDENCY TO BE OVERLY SEVERE IN RATING AND TO GIVE TOO MANY LOW RATINGS. BOTH "EASY" AND "HARD" RATERS HAVE A NEGATIVE IMPACT ON THE TOTAL PERFORMANCE EVALUATION SYSTEM BY MAKING THE EVALUATION PROCESS MORE A FUNCTION OF THE RATER'S STANDARDS THAN OF ACTUAL EMPLOYEE PERFORMANCE.

* NOW WE WILL RETURN TO OUR SUBGROUPS AND ANALYZE CENTRAL TENDENCY AND LENIENCY.

  DIVIDE THE PARTICIPANTS INTO THEIR ORIGINAL SUBGROUPS FROM THE PREVIOUS EXERCISE. MAKE SURE THAT EACH SUBGROUP HAS EASEL PAPER AND MARKING PENS. ALLOW TEN MINUTES FOR THE GROUPS TO GENERATE EXAMPLES OF CENTRAL TENDENCY AND LENIENCY THAT THEY HAVE SEEN IN THEIR ORGANIZATIONS OR IN THEMSELVES.

17. CENTRAL TENDENCY AND LENIENCY -- CONTINUED

AFTER TEN MINUTES BRING THE SUBGROUPS TOGETHER AND HAVE EACH SUBGROUP PRESENT THEIR EXAMPLES.

AFTER SHARING THE EXAMPLES, HAVE THE PARTICIPANTS RETURN TO THEIR GROUPS AND GENERATE SOLUTIONS TO THE PROBLEMS OF CENTRAL TENDENCY AND LENIENCY MENTIONED BY THE SUBGROUPS. ALLOW TEN MINUTES FOR THE PROBLEM-SOLVING.

AFTER TEN MINUTES BRING THE SUBGROUPS TOGETHER AND HAVE EACH SUBGROUP PRESENT THEIR SOLUTIONS.

AFTER SUBGROUP MEMEBERS HAVE PRESENTED THEIR SOLUTIONS, PLACE OVERHEAD SLIDE 3.43 ON THE PROJECTOR AND REVIEW THE SOLUTIONS PRESENTED.

REDUCING CENTRAL TENDENCY AND LENIENCY ERRORS

* WHEN YOU GIVE AN EMPLOYEE AN AVERAGE RATING, ASK YOURSELF IF YOU ARE RATING ON THE BASIS OF ACTUAL PERFORMANCE OR IF YOU REALLY DON'T KNOW THIS PERSON.

* USE A MANDATORY FORCED-DISTRIBUTION.

* USE A MODIFIED FORCED-DISTRIBUTION. THAT IS, PRESENT THE MODEL DISTRIBUTION ONLY AS A MODEL FROM WHICH RATERS MAY DEVIATE IF THEY HAVE GOOD REASONS.

* PROVIDE RATERS WITH FEEDBACK ON HOW THEIR OWN RATINGS COMPARE TO OTHER RATERS.

* PROVIDE RATERS WITH THE OPTION OF CHECKING THE FOLLOWING STATEMENT: THIS CRITERION IS NOT APPLICABLE OR I HAVE NOT HAD AN OPPORTUNITY TO OBSERVE BEHAVIOR RELATED TO THIS CRITERION.

* USE BEHAVIORALLY BASED PERFORMANCE EVALUATION CRITERIA (WEIGHTED CHECKLIST, CRITICAL INCIDENT, BEHAVIORAL ANCHOR)

18. SIMILAR-TO-ME AND CONTRAST ERRORS

* THE SIMILAR-TO-ME ERROR REFERS TO THE TENDENCY TO GIVE SLIGHTLY HIGHER RATINGS TO PERSONS WHO ARE SIMILAR TO US IN ATTITUDES, EDUCATION, INCOME, ETC. THAN TO PERSONS WHO ARE NOT SIMILAR. THIS ERROR BECOMES MORE IMPORTANT AS THE DIFFERENCES BETWEEN THE RATER AND THE RATEE INCREASE. IF WE FIND THAT WE ARE RATING IN TERMS OF A STEREOTYPE SUCH AS "WOMEN TEND TO BE . . ." OR "ASIAN-AMERICANS USUALLY ARE . . ." THEN WE ARE PROBABLY MAKING THE SIMILAR TO ME ERROR.

  THE CONTRAST ERROR TAKES ON A NUMBER OF DIFFERENT FORMS. IT OCCURS WHEN: (1) YOU RATE EMPLOYEES RELATIVE TO OTHER EMPLOYEES, (2) YOU RATE EMPLOYEES IN THE OPPOSITE DIRECTION FROM YOURSELF ON A PARTICULAR CRITERION, AND (3) YOU RATE IN TERMS OF YOUR OWN ATTITUDE TOWARD A TRAIT. FOR EXAMPLE, ON A SCALE OF ONE TO TEN WHERE ONE IS LOW, RATE A CHEVROLET IMPALA IN TERMS OF COST. WRITE DOWN YOUR RATING. NOW THINK OF A $30,000.00 MERCEDES BENZ. RATE THE MERCEDES ON THE SAME CRITERIA YOU USED TO RATE THE CHEVROLET. NOW GO BACK AND RE-RATE THE CHEVROLET. IF YOU ARE TEMPTED TO GIVE THE CHEVROLET A LOWER RATING, YOU HAVE MADE A CONTRAST ERROR.

18. SIMILAR-TO-ME AND CONTRAST ERRORS -- CONTINUED

- NOW WE WILL AGAIN RETURN TO OUR SUBGROUPS AND ANALYZE SIMILAR-TO-ME AND CONTRAST ERRORS.

DIVIDE THE PARTICIPANTS INTO THEIR ORIGINAL SUBGROUPS FROM THE PREVIOUS EXERCISES. MAKE SURE THAT EACH SUBGROUP HAS EASEL PAPER AND MARKING PENS. ALLOW TEN MINUTES FOR THE GROUPS TO GENERATE EXAMPLES OF CONTRAST AND SIMILAR-TO-ME THAT THEY HAVE SEEN IN THEIR ORGANIZATIONS OR IN THEMSELVES.

AFTER TEN MINUTES BRING THE SUBGROUPS TOGETHER AND HAVE EACH SUBGROUP PRESENT THEIR EXAMPLES.

AFTER SHARING THE EXAMPLES, HAVE THE PARTICIPANTS RETURN TO THEIR GROUPS AND GENERATE SOLUTIONS TO THE PROBLEMS OF SIMILAR-TO-ME AND CONTRAST MENTIONED BY THE SUBGROUPS. ALLOW TEN MINUTES FOR THE PROBLEM-SOLVING.

AFTER TEN MINUTES BRING THE SUBGROUPS TOGETHER AND HAVE EACH SUBGROUP PRESENT THEIR SOLUTIONS.

AFTER SUBGROUP MEMBERS HAVE PRESENTED THEIR SOLUTIONS, PLACE OVERHEAD SLIDE 3.46 ON THE PROJECTOR AND REVIEW THE SOLUTIONS PRESENTED.

REDUCING SIMILAR-TO-ME AND CONTRAST ERRORS

- AVOID CATALOGUING PEOPLE. ASK YOURSELF IF YOU ARE RATING A PARTICULAR EMPLOYEE OR IF YOU ARE REALLY RATING YOUR STEREOTYPE FOR A WHOLE CLASS OF PEOPLE.

- RESIST THE URGE TO RETURN TO OTHER EMPLOYEES YOU HAVE ALREADY RATED AND CHANGE THEIR RATINGS BECAUSE YOU HAVE JUST GIVEN A VERY HIGH OR A VERY LOW RATING AND NOW HAVE CHANGED YOUR "STANDARDS".

- STUDY THE RATINGS YOU HAVE GIVEN TO DETERMINE IF YOU ARE GIVING HIGHER RATINGS TO EMPLOYEES WHO ARE VERY SIMILAR TO YOU.

- USE BEHAVIORALLY BASED PERFORMANCE EVALUATION CRITERIA (WEIGHTED CHECKLIST, CRITICAL INCIDENT, BEHAVIORAL ANCHOR)

19. POST-TEST

- REFER PARTICIPANTS TO THE POST-TEST IN THEIR MANUALS.

ALLOW PARTICIPANTS 15 MINUTES TO COMPLETE THE POST-TEST.

AFTER THE POST TEST HAS BEEN COMPLETED, HAVE PARTICIPANTS SCORE BOTH THE PRE-TEST AND THE POST-TEST USING THE ANSWER SHEET INCLUDED IN THEIR MANUAL.

IF YOU ARE USING THE PRE-TEST AND THE POST-TEST TO EVALUATE LEARNING, ASK PARTICIPANTS TO RECORD THEIR FOUR-DIGIT NUMBER IN THE UPPER RIGHT HAND CORNER OF THE POST-TEST. COLLECT THE POST-TESTS AT THIS TIME. IF YOU WILL BE RESPONSIBLE FOR SCORING THE POST-TESTS, YOU SHOULD REMOVE THE ANSWER SHEETS FROM THE PARTICIPANT'S MANUALS.

20. THIS CONCLUDES MODULE THREE

IF ANOTHER MODULE DIRECTLY FOLLOWS MODULE THREE, PROCEED TO THAT MODULE.

IF THERE WILL NOT BE ANOTHER MODULE IMMEDIATELY AFTER MODULE TWO, YOU MAY USE THIS TIME FOR COMPLETING ANY NECESSARY FORMS AND FOR OBTAINING FEEDBACK FROM THE PARTICIPANTS.

IF YOU HAVE A STANDARD COURSE FEEDBACK FORM, DISREGARD SLIDE 3.49. IF YOU DO NOT HAVE A FEEDBACK FORM, CONSIDER THE QUESTIONS ON SLIDE 3.49. THESE ARE GIVEN ONLY AS SUGGESTIONS. YOU ARE ENCOURAGED TO DEVELOP FEEDBACK QUESTIONS FOR YOURSELF.

PLACE OVERHEAD SLIDE 3.49 ON THE PROJECTOR.

WORKSHOP FEEDBACK

1. WHAT DID YOU LIKE BEST ABOUT THE WORKSHOP?

2. WHAT DID YOU LIKE LEAST ABOUT THE WORKSHOP?

3. TO WHAT EXTENT DO YOU THINK YOU WILL BE ABLE TO USE THE INFORMATION PRESENTED IN THIS WORKSHOP?

4. DO YOU HAVE ANY OTHER COMMENTS?

COMPONENT OF MODULE:	STUDENT MANUAL
MODULE NO.:	THREE
MODULE TITLE:	FORMULATING OBJECTIVES AND AVOIDING ERRORS
THIS MODULE DEVELOPED BY:	M. PETER SCONTRINO, PH.D. & HARRY C. SPRINGER, PH.D.
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ACKNOWLEDGEMENTS

Throughout this training program we stress that performance evaluation begins and ends with behavior -- what the person has done or is actually doing. Without behavior there can be no performance. In another context we might have stressed that actions speak much more loudly than words.

Now we wish to acknowledge the words, actions, and behavior of the many practitioners and/or scholars who assisted us in the development of this performance evaluation training program.

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INTRODUCTION

IN THIS MODULE WE FOCUS ON THE ACTUAL PERFORMANCE REVIEW PROCESS. IN THE FIRST PART OF THE MODULE WE OUTLINE THE REQUIREMENTS FOR CONSTRUCTING EMPLOYEE DEVELOPMENT PLANS THAT ARE BOTH OBJECTIVE AND WORKABLE. IN PARTICULAR WE PRESENT THOSE FACTORS WHICH RESULT IN HIGH QUALITY PERFORMANCE OBJECTIVES. IN THE SECOND PART OF THE MODULE WE ADDRESS THE NOTION OF RATER ERRORS -- THOSE PREDISPOSITIONS AND TENDENCIES IN THE RATER WHICH LEAD TO BIASED/INACCURATE PERFORMANCE RATINGS. AFTER PRESENTING THE MORE COMMON RATER ERRORS (HALO, HORNS, CENTRAL TENDENCY, POSITIVE LENIENCY, NEGATIVE LENIENCY, CONTRAST, SIMILAR TO ME) WE INVESTIGATE BOTH THE CAUSES OF THESE ERRORS AND METHODS OF REDUCING THE IMPACT OF THESE ERRORS.

THROUGHOUT THIS MODULE THE PARTICIPANTS ARE ACTIVELY ENGAGED IN THE PROCESS OF WRITING PERFORMANCE OBJECTIVES AND IDENTIFYING THE CAUSES AND EFFECTS OF RATER ERRORS.

THIS PARTICIPANT'S MANUAL CONTAINS ALL THE MATERIAL YOU WILL NEED FOR MODULE THREE. IN ADDITION, COPIES OF ALL THE TRANSPARENCIES USED BY THE INSTRUCTOR ARE INCLUDED IN THIS MANUAL.

MODULE THREE OBJECTIVES

BY THE CONCLUSION OF MODULE THREE PARTICIPANTS WILL BE ABLE TO:

- IDENTIFY THE MOST COMMON RATER ERRORS
- IDENTIFY METHODS OF REDUCING EACH TYPE OF ERROR
- IDENTIFY THE COMPONENTS OF "GOOD" OBJECTIVES
- WRITE S P A M O OBJECTIVES:

    1. SPECIFIC
    2. PERTINENT
    3. ATTAINABLE
    4. MEASURABLE
    5. OBSERVABLE

AGENDA FOR MODULE THREE

- MODULE THREE OVERVIEW AND OBJECTIVES
- FORMULATING OBJECTIVES AND EXERCISE
- COMMON RATER ERRORS
- HALO ERROR & EXERCISE
- CENTRAL TENDENCY ERROR & EXERCISE
- LENIENCY ERROR & EXERCISE
- SIMILAR-TO-ME ERROR & EXERCISE
- CONTRAST ERROR & EXERCISE
- QUESTIONS AND DISCUSSION

MODULE THREE PRE-TEST
MULTIPLE-CHOICE QUESTIONS

Below are a number of multiple choice questions on the performance evaluation process. For each question, please circle the letter (a., b., c., d., or e.,) of that word or phrase which, when added to the incomplete statement, gives the best answer.

1. When the rating of one characteristic is influenced by another characteristic, what kind of an error has the rater made?

   a. Forced error
   b. Critical error
   c. Centrality error
   d. Halo error
   e. Leniency error

2. Supervisor Smith feels that new employees in the department should be rated somewhat low. That way Smith can increase their ratings on subsequent evaluations and take some credit for their performance improvements. What kind of error is Smith making?

   a. Halo error
   b. Horns error
   c. Central tendency error
   d. Negative leniency error
   e. Contrast error

3. Supervisor Starman believes that employees in the Starman unit should receive advancement more rapidly than those in William's unit. Starman knows that Williams gives very high ratings, so Starman intends to give even higher ratings. What kind of an error is Starman making?

   a. Similar-to-me error
   b. Contrast error
   c. Central tendency error
   d. Negative leniency error
   e. None of the above

4. Which of the following does not really describe performance?

   a. Smith shouted at a customer
   b. Smith completed the project on Tuesday
   c. Smith was late for the meeting
   d. Smith displays a poor attitude
   e. Smith types an average of 20 letters a day

5. Supervisor Jones told Smith that Smith must improve his record in completing reports by their deadline date. Most likely the standard being used is:

   a. An absolute standard
   b. A fixed standard
   c. The own-control standard
   d. The anchored judgment statement
   e. None of the above

6. A performance objective indicates:

   a. A specific goal to be achieved by the employee
   b. The behavior which indicates the goal has been achieved
   c. When the goal will be achieved
   d. What the supervisor will do to help the employee
   e. All of the above

7. Which of the following contribute(s) to rater errors?

   a. Rater attitudes
   b. Response tendencies
   c. Inconsistencies
   d. Influence of recent events
   e. All of the above

8. A supervisor is very upset with an employee's tendency to arrive late for work with relatively poor excuses. As a consequence the supervisor rates the employee somewhat lower on all the rating criteria. This is an example of which kind of error?

   a. Halo effect
   b. Horns effect
   c. Central tendency
   d. Negative leniency
   e. Contrast effect

PERFORMANCE EVALUATION FACTORS
SELF-ASSESSMENT

Below are listed a series of statements about performance evaluation and related topics. For each statement please rate yourself in terms of your knowledge about the particular statement or your ability to do the behavior described by the statement. Please circle the letter that best describes your answer.

1. To what degree can you identify the common rater errors and their causes?

A.	B.	C.	D.
NOT AT ALL	*TO A VERY LOW DEGREE*	*TO A MODERATE DEGREE*	*TO A VERY HIGH DEGREE*

2. To what degree can you specify methods for reducing rater errors?

A.	B.	C.	D.
NOT AT ALL	*TO A VERY LOW DEGREE*	*TO A MODERATE DEGREE*	*TO A VERY HIGH DEGREE*

3. To what degree can you identify the criteria for evaluating the quality of written performance objectives?

A.	B.	C.	D.
NOT AT ALL	*TO A VERY LOW DEGREE*	*TO A MODERATE DEGREE*	*TO A VERY HIGH DEGREE*

4. How skillful are you at writing performance objectives?

A.	B.	C.	D.
NOT SKILLFUL AT ALL	*A LITTLE SKILLFUL*	*SOMEWHAT SKILLFUL*	*VERY SKILLFUL*

5. How skillful are you at writing employee development plans?

A.	B.	C.	D.
NOT SKILLFUL AT ALL	*A LITTLE SKILLFUL*	*SOMEWHAT SKILLFUL*	*VERY SKILLFUL*

TRUE-FALSE QUESTIONS

Below are a number of statements ralated to the performance evaluation process. If you think a particular statement is TRUE, circle the "T" If you think a statement is FALSE, circle the "F". If you don't have the slightest idea whether a statement is TRUE or FALSE, circle the "?".

T ? F 1. Given an alternative, it is better to concentrate on employee attitudes.

T ? F 2. Most raters are aware of the errors they make when evaluating the performance of those they are rating.

T ? F 3. The contrast error is likely to occur when the rater attempts to rate more than two people at a time.

T ? F 4. The "halo effect" and the "horns effect" are both examples of the rater allowing one specific trait or behavior to influence all of his/her ratings.

T ? F 5. An employee's performance is far more important than his/her attitude.

ESSAY QUESTIONS

1. A well written performance objective meets the following criteria.

   A. _____

   B. _____

   C. _____

   D. _____

   E. _____

2. List the strengths and weaknesses of the following performance objective that you have written for an employee you consider to be performing at an unsatisfactory level: *"YOU WILL IMPROVE YOUR PERFORMANCE DURING THE NEXT THREE MONTHS OR YOU WILL BE TERMINATED."*

INSTRUCTIONS FOR PERFORMANCE OBJECTIVE EXERCISE

THE INTENT OF THIS EXERCISE IS TO PROVIDE YOU WITH PRACTICE IN THE PREPARATION OF PERFORMANCE OBJECTIVES. YOU WILL HAVE AN OPPORTUNITY TO CRITIQUE YOUR RESPONSES ONCE THE EXERCISE HAS BEEN COMPLETED.

THE FOLLOWING SHEET IS BLANK WITH THE EXCEPTION OF THREE EQUALLY SPACED NUMBERS. THESE ARE THE SPACES FOR YOUR INITIAL RESPONSES TO THE EXERCISES WHICH FOLLOW.

THE NEXT THREE PAGES CONTAIN SPECIFIC TYPES OF SITUATIONS WHICH ARE COMMON TO THE EXPERIENCE OF MOST MANAGERS. IN A MOMENT YOU WILL BE ASKED TO READ THE ASSUMPTIONS AND THE TASK FOR EXERCISE ONE. WHEN THAT IS DONE, USE THE ANSWER SHEET TO RECORD THE PERFORMANCE OBJECTIVE YOU WOULD WRITE IN THAT SITUATION.

AFTER YOU HAVE COMPLETED THE FIRST EXERCISE, CONTINUE WITH THE SECOND AND THEN THE THIRD. YOU WILL HAVE TEN MINUTES TO COMPLETE THE THREE EXERCISES.

PERFORMANCE OBJECTIVE EXERCISE

PRE

1.

2.

3.

PERFORMANCE OBJECTIVE EXERCISE #1

ASSUMPTIONS

1. AS A SUPERVISOR YOU ARE PREPARING FOR A PERFORMANCE REVIEW SESSION WITH AN EMPLOYEE.
2. DURING THE PAST SIX MONTHS ALL ASPECTS OF THE EMPLOYEE'S PERFORMANCE HAVE BEEN AVERAGE OR ABOVE WITH ONE EXCEPTION.
3. THE EXCEPTION IS THAT THE EMPLOYEE HAS DEMONSTRATED CONTINUED TARDINESS.
4. THE EMPLOYEE HAS BEEN TARDY A TOTAL OF TWELVE TIMES DURING THE REVIEW PERIOD (FROM FIVE TO TWENTY MINUTES LATE EACH TIME).
5. THE EMPLOYEE'S TARDINESS HAS A DIRECT IMPACT ON THE WORKLOAD OF OTHER PERSONS IN THE UNIT.
6. THE AVERAGE FREQUENCY OF TARDINESS FOR EMPLOYEES UNDER YOUR SUPERVISION IS TWICE DURING ANY GIVEN SIX-MONTH PERIOD.
7. YOU HAVE REVIEWED THE TARDINESS PROBLEM WITH THE EMPLOYEE ON NINE OF THE TWELVE OCCASIONS.
8. THE EXPLANATIONS YOU HAVE BEEN GIVEN FOR THE TARDINESS ARE NOT COMPLETELY SATISFACTORY, E.G., MISSED THE BUS, FORGOT TO SET THE ALARM, MET AN OLD SCHOOL CHUM ON THE WAY INTO THE OFFICE.

TASK

YOUR TASK IS TO WRITE A PERFORMANCE OBJECTIVE WHICH SPEAKS TO THE CONCERN YOU HAVE REGARDING THE CONTINUING TARDINESS PROBLEM. SECURING AGREEMENT TO THIS WRITTEN OBJECTIVE WILL BE ONE OF YOUR GOALS FOR THE PERFORMANCE FEEDBACK INTERVIEW.

PERFORMANCE OBJECTIVE EXERCISE #2

ASSUMPTIONS

1. AS A SUPERVISOR YOU ARE PREPARING FOR A PERFORMANCE REVIEW SESSION WITH AN EMPLOYEE.
2. DURING THE PAST SIX MONTHS ALL ASPECTS OF THE EMPLOYEE'S PERFORMANCE HAVE BEEN AVERAGE OR ABOVE WITH ONLY ONE EXCEPTION.
3. THE EXCEPTION IS THAT YOU HAVE RECEIVED EIGHT COMPLAINTS FROM THE PUBLIC REGARDING THE EMPLOYEE'S TREATMENT OF THEM. THE EMPLOYEE HAS BEEN DESCRIBED AS "SNOTTY", "GRUFF", "IMPOLITE", "SHORT", AND "DISINTERESTED".
4. YOU RECEIVE AN AVERAGE OF ONE COMPLAINT IN EACH REVIEW PERIOD FOR OTHER EMPLOYEES WHO HOLD SIMILAR PUBLIC CONTACT ROLES.
5. YOU HAVE REVIEWED EACH OF THE PUBLIC COMPLAINTS WITH THE EMPLOYEE.
6. THE EXPLANATIONS YOU HAVE BEEN GIVEN FOR THE PUBLIC COMPLAINTS ARE NOT WHOLLY SATISFACTORY, E.G., YOU SHOULD HAVE HEARD WHAT THEY SAID, THEY WERE ASKING FOR IT, I TOLD THE DUMMIES THE ANSWERS TO THEIR QUESTIONS.

TASK

YOUR TASK IS TO WRITE A PERFORMANCE OBJECTIVE WHICH SPEAKS TO THE CONCERN YOU HAVE REGARDING THE CONTINUING PROBLEM WITH THIS EMPLOYEE'S PUBLIC INTERACTIONS. SECURING AGREEMENT TO THIS WRITTEN OBJECTIVE WILL BE ONE OF THE GOALS FOR THE PERFORMANCE FEEDBACK INTERVIEW.

PERFORMANCE OBJECTIVE EXERCISE #3

ASSUMPTIONS

1. AS A SUPERVISOR YOU ARE PREPARING FOR A PERFORMANCE REVIEW SESSION WITH AN EMPLOYEE.

2. DURING THE PAST SIX MONTHS ALL ASPECTS OF THE EMPLOYEE'S PERFORMANCE HAVE BEEN ABOVE AVERAGE.

3. YOU PERCEIVE THIS EMPLOYEE TO HAVE SUPERVISORY POTENTIAL.

4. IN ORDER TO BECOME A SERIOUS CANDIDATE FOR A SUPERVISORY POSITION THE EMPLOYEE WILL NEED ADDITIONAL, SPECIALIZED TRAINING.

5. THE TRAINING WILL BE AVAILABLE DURING THE NEXT SIX MONTHS.

6. THE EMPLOYEE IS AWARE OF THE TRAINING NEED AND IS EAGER TO SECURE THE TRAINING.

TASK

YOUR TASK IS TO WRITE A PERFORMANCE OBJECTIVE WHICH SPEAKS TO THE EMPLOYEE'S NEED FOR ADDITIONAL TRAINING. SECURING AGREEMENT TO THIS WRITTEN OBJECTIVE WILL BE ONE OF YOUR GOALS FOR THE PERFORMANCE FEEDBACK INTERVIEW.

A PROPERLY WRITTEN PERFORMANCE OBJECTIVE

IS

S P E C I F I C

THE OBJECTIVE INDICATES:

- WHO
- WHAT
- WHEN
- WHERE (IF APPLICABLE)
- THE STANDARD OF PERFORMANCE
  - ABSOLUTE STANDARDS
  - PRE-ESTABLISHED STANDARDS
  - RELATIVE STANDARDS
  - OWN CONTROL STANDARDS
- THE METHOD OF EVALUATING PERFORMANCE

A PROPERLY WRITTEN PERFORMANCE OBJECTIVE

IS

PERTINENT

- THE OBJECTIVE IS CLEARLY RELATED TO PERFORMANCE OF THE JOB
- THE OBJECTIVE IS RELEVANT IN THE EYES OF BOTH EMPLOYEE AND SUPERVISOR
- THE OBJECTIVE PERMITS BOTH TO FOCUS ON ISSUES OF GREATEST IMPORTANCE

A PROPERLY WRITTEN PERFORMANCE OBJECTIVE

IS

ATTAINABLE

- IT IS POSSIBLE TO PERFORM AT THIS LEVEL

A PROPERLY WRITTEN PERFORMANCE OBJECTIVE

IS

MEASURABLE

TYPES OF MEASURES

- YES-NO EVENTS
- QUALITY OF PERFORMANCE
- QUANTITY OF PERFORMANCE
- EFFICIENCY OF PERFORMANCE
- FREQUENCY OF PERFORMANCE

A PROPERLY WRITTEN PERFORMANCE OBJECTIVE

IS

O B S E R V A B L E

- YOU CAN SEE THE PERFORMANCE
- OTHERS CAN SEE THE PERFORMANCE

THE FIVE STANDARDS FOR

A PROPERLY WRITTEN PERFORMANCE OBJECTIVE

S PECIFIC

P ERTINENT

A TTAINABLE

M EASURABLE

O BSERVABLE

PERFORMANCE OBJECTIVE EXERCISE

POST

1.

2.

3.

EMPLOYEE DEVELOPMENT PLAN

EMPLOYEE'S NAME	DATE
SUPERVISOR'S NAME	

KEY RESPONSIBILITIES	EXPECTED RESULTS

DEVELOPMENT PLAN FOR NEXT 6 MONTHS (OR NEXT 3 MONTHS OR 12 MONTHS)
(BE SURE TO FOLLOW THE S P A M O *GUIDELINES)*

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POST

INSTRUCTIONS FOR PERFORMANCE OBJECTIVE EXERCISE

THE INTENT OF THIS EXERCISE IS TO DETERMINE WHETHER YOU CAN APPLY THE CONCEPTS JUST DISCUSSED IN THE PREPARATION OF PERFORMANCE OBJECTIVES.

THE FOLLOWING SHEET IS BLANK WITH THE EXCEPTION OF THREE EQUALLY-SPACED NUMBERS. THESE ARE THE SPACES FOR YOUR REVISED RESPONSES TO THE EXERCISE.

PLEASE REVIEW THE THREE PERFORMANCE OBJECTIVE EXERCISES AND RECORD THE PERFORMANCE OBJECTIVE YOU WOULD NOW WRITE IN RESPONSE TO THE PROBLEM DEFINED.

ONCE YOU HAVE COMPLETED YOUR OBJECTIVE WRITING, APPLY THE SPAMO TEST. IS THE OBJECTIVE SPECIFIC, PERTINENT, ATTAINABLE, MEASURABLE, AND OBSERVABLE?

COMMON RATER ERRORS

* HALO EFFECT
* HORNS EFFECT
* CENTRAL TENDENCY
* POSITIVE LENIENCY
* NEGATIVE LENIENCY
* SIMILAR-TO-ME
* CONTRAST EFFECT

REDUCING THE HALO & HORNS EFFECT

- ASK YOURSELF IF THE PERSON BEING RATED HAS DONE ANYTHING OUTSTANDINGLY GOOD OR BAD IN THE PAST FEW MONTHS.

- ASK YOURSELF IF THE PERSON BEING RATED HAS A VERY PLEASANT PERSONALITY.

- BE THOROUGHLY FAMILIAR WITH ALL THE RATING CRITERIA. KNOW HOW THE CRITERIA DIFFER FROM EACH OTHER AND WHY THEY ARE IMPORTANT FOR THE JOB.

- RATE ONE CRITERION AT A TIME. FOR EXAMPLE, RATE ALL PERSONS BEING RATED, ONE BY ONE, ON THE FIRST CRITERION. THEN RATE ON THE SECOND CRITERION. IF POSSIBLE, COVER YOUR RATINGS FOR THE PRECEDING CRITERIA TO REDUCE THEIR INFLUENCE ON YOU.

- USE BEHAVIORALLY BASED PERFORMANCE EVALUATION CRITERIA (WEIGHTED CHECKLIST, CRITICAL INCIDENT, BEHAVIORAL ANCHOR)

17. CENTRAL TENDENCY AND LENIENCY -- CONTINUED

AFTER TEN MINUTES BRING THE SUBGROUPS TOGETHER AND HAVE EACH SUBGROUP PRESENT THEIR EXAMPLES.

AFTER SHARING THE EXAMPLES, HAVE THE PARTICIPANTS RETURN TO THEIR GROUPS AND GENERATE SOLUTIONS TO THE PROBLEMS OF CENTRAL TENDENCY AND LENIENCY MENTIONED BY THE SUBGROUPS. ALLOW TEN MINUTES FOR THE PROBLEM-SOLVING.

AFTER TEN MINUTES BRING THE SUBGROUPS TOGETHER AND HAVE EACH SUBGROUP PRESENT THEIR SOLUTIONS.

AFTER SUBGROUP MEMEBERS HAVE PRESENTED THEIR SOLUTIONS, PLACE OVERHEAD SLIDE 3.43 ON THE PROJECTOR AND REVIEW THE SOLUTIONS PRESENTED.

REDUCING CENTRAL TENDENCY AND LENIENCY ERRORS

* WHEN YOU GIVE AN EMPLOYEE AN AVERAGE RATING, ASK YOURSELF IF YOU ARE RATING ON THE BASIS OF ACTUAL PERFORMANCE OR IF YOU REALLY DON'T KNOW THIS PERSON.

* USE A MANDATORY FORCED-DISTRIBUTION.

* USE A MODIFIED FORCED-DISTRIBUTION. THAT IS, PRESENT THE MODEL DISTRIBUTION ONLY AS A MODEL FROM WHICH RATERS MAY DEVIATE IF THEY HAVE GOOD REASONS.

* PROVIDE RATERS WITH FEEDBACK ON HOW THEIR OWN RATINGS COMPARE TO OTHER RATERS.

* PROVIDE RATERS WITH THE OPTION OF CHECKING THE FOLLOWING STATEMENT: THIS CRITERION IS NOT APPLICABLE OR I HAVE NOT HAD AN OPPORTUNITY TO OBSERVE BEHAVIOR RELATED TO THIS CRITERION.

* USE BEHAVIORALLY BASED PERFORMANCE EVALUATION CRITERIA (WEIGHTED CHECKLIST, CRITICAL INCIDENT, BEHAVIORAL ANCHOR)

REDUCING SIMILAR-TO-ME AND CONTRAST ERRORS

* AVOID CATALOGUING PEOPLE. ASK YOURSELF IF YOU ARE RATING A PARTICULAR EMPLOYEE OR IF YOU ARE REALLY RATING YOUR STEREOTYPE FOR A WHOLE CLASS OF PEOPLE.

* RESIST THE URGE TO RETURN TO OTHER EMPLOYEES YOU HAVE ALREADY RATED AND CHANGE THEIR RATINGS BECAUSE YOU HAVE JUST GIVEN A VERY HIGH OR A VERY LOW RATING AND NOW HAVE CHANGED YOUR "STANDARDS".

* STUDY THE RATINGS YOU HAVE GIVEN TO DETERMINE IF YOU ARE GIVING HIGHER RATINGS TO EMPLOYEES WHO ARE VERY SIMILAR TO YOU.

* USE BEHAVIORALLY BASED PERFORMANCE EVALUATION CRITERIA (WEIGHTED CHECKLIST, CRITICAL INCIDENT, BEHAVIORAL ANCHOR)

MODULE THREE POST-TEST
MULTIPLE-CHOICE QUESTIONS

Below are a number of multiple choice questions on the performance evaluation process. For each question, please circle the letter (a., b., c., d., or e.,) of that word or phrase which, when added to the incomplete statement, gives the best answer.

1. When the rating of one characteristic is influenced by another characteristic, what kind of an error has the rater made?

   a. Forced error
   b. Critical error
   c. Centrality error
   d. Halo error
   e. Leniency error

2. Supervisor Smith feels that new employees in the department should be rated somewhat low. That way Smith can increase their ratings on subsequent evaluations and take some credit for their performance improvements. What kind of error is Smith making?

   a. Halo error
   b. Horns error
   c. Central tendency error
   d. Negative leniency error
   e. Contrast error

3. Supervisor Starman believes that employees in the Starman unit should receive advancement more rapidly than those in William's unit. Starman knows that Williams gives very high ratings, so Starman intends to give even higher ratings. What kind of an error is Starman making?

   a. Similar-to-me error
   b. Contrast error
   c. Central tendency error
   d. Negative leniency error
   e. None of the above

4. Which of the following does not really describe performance?

   a. Smith shouted at a customer
   b. Smith completed the project on Tuesday
   c. Smith was late for the meeting
   d. Smith displays a poor attitude
   e. Smith types an average of 20 letters a day

5. Supervisor Jones told Smith that Smith must improve his record in completing reports by their deadline date. Most likely the standard being used is:

   a. An absolute standard
   b. A fixed standard
   c. The own-control standard
   d. The anchored judgment statement
   e. None of the above

6. A performance objective indicates:

   a. A specific goal to be achieved by the employee
   b. The behavior which indicates the goal has been achieved
   c. When the goal will be achieved
   d. What the supervisor will do to help the employee
   e. All of the above

7. Which of the following contribute(s) to rater errors?

   a. Rater attitudes
   b. Response tendencies
   c. Inconsistencies
   d. Influence of recent events
   e. All of the above

8. A supervisor is very upset with an employee's tendency to arrive late for work with relatively poor excuses. As a consequence the supervisor rates the employee somewhat lower on all the rating criteria. This is an example of which kind of error?

   a. Halo effect
   b. Horns effect
   c. Central tendency
   d. Negative leniency
   e. Contrast effect

PERFORMANCE EVALUATION FACTORS
SELF-ASSESSMENT

Below are listed a series of statements about performance evaluation and related topics. For each statement please rate yourself in terms of your knowledge about the particular statement or your ability to do the behavior described by the statement. Please circle the letter that best describes your answer.

1. To what degree can you identify the common rater errors and their causes?

A.	B.	C.	D.
NOT AT ALL	*TO A VERY LOW DEGREE*	*TO A MODERATE DEGREE*	*TO A VERY HIGH DEGREE*

2. To what degree can you specify methods for reducing rater errors?

A.	B.	C.	D.
NOT AT ALL	*TO A VERY LOW DEGREE*	*TO A MODERATE DEGREE*	*TO A VERY HIGH DEGREE*

3. To what degree can you identify the criteria for evaluating the quality of written performance objectives?

A.	B.	C.	D.
NOT AT ALL	*TO A VERY LOW DEGREE*	*TO A MODERATE DEGREE*	*TO A VERY HIGH DEGREE*

4. How skillful are you at writing performance objectives?

A.	B.	C.	D.
NOT SKILLFUL AT ALL	*A LITTLE SKILLFUL*	*SOMEWHAT SKILLFUL*	*VERY SKILLFUL*

5. How skillful are you at writing employee development plans?

A.	B.	C.	D.
NOT SKILLFUL AT ALL	*A LITTLE SKILLFUL*	*SOMEWHAT SKILLFUL*	*VERY SKILLFUL*

TRUE-FALSE QUESTIONS

Below are a number of statements ralated to the performance evaluation process. If you think a particular statement is TRUE, circle the "T" If you think a statement is FALSE, circle the "F". If you don't have the slightest idea whether a statement is TRUE or FALSE, circle the "?".

T ? F 1. Given an alternative, it is better to concentrate on employee attitudes.

T ? F 2. Most raters are aware of the errors they make when evaluating the performance of those they are rating.

T ? F 3. The contrast error is likely to occur when the rater attempts to rate more than two people at a time.

T ? F 4. The "halo effect" and the "horns effect" are both examples of the rater allowing one specific trait or behavior to influence all of his/her ratings.

T ? F 5. An employee's performance is far more important than his/her attitude.

ESSAY QUESTIONS

1. A well written performance objective meets the following criteria.

   A. _____

   B. _____

   C. _____

   D. _____

   E. _____

2. List the strengths and weaknesses of the following performance objective that you have written for an employee you consider to be performing at an unsatisfactory level: *"YOU WILL IMPROVE YOUR PERFORMANCE DURING THE NEXT THREE MONTHS OR YOU WILL BE TERMINATED."*

KEY TO PRE-TEST AND POST-TEST

MODULE THREE

MULTIPLE CHOICE

1. = d., 2. = d., 3. = e., 4. = d., 5. = c., 6. = b., 7. = e., 8. = b.

SELF ASSESSMENT

To score the self assessment questions, use the following conversion:

A. = 1., B. = 2., C. = 3., D. = 4.

Sum the values for the letters you circled. For example, if you circled "C" for all the self assessment questions, your score would be 3 + 3 + 3 + 3 + 3 = 15.

TRUE FALSE

1. = False, 2. = False, 3. = True, 4. = True, 5. = True

ESSAY

1. Score one point for each of the following: Specific, Pertinent, Attainable, Measurable, Observable.

2. Score one point for each strength and each weakness listed.

   Possible strengths include: time period is specified, consequence is specified.

   Possible weaknesses include: specific behavior is not spelled out, improvement is not defined, question of attainability is not answered.

Please enter your scores for the pre-test and the post-test in the columns below.

MODULE THREE	PRE-TEST	POST-TEST
MULTIPLE CHOICE	____	____
SELF ASSESSMENT	____	____
TRUE FALSE	____	____
ESSAY	____	____
SPAMO EXERCISE	____	____
TOTAL	____	____